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Evaluation of Curriculum 2013 with Context Input Process Product Model in Schools of Kediri, Indonesia

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Abstract---This study seeks to provide a comprehensive description and explanation of the implementation of the 2013 curriculum in elementary schools, junior high schools, senior high schools in the City and Kediri districts that has entered its fourth year. This research activity is an evaluation research using the Context Input Process Product (CIPP) model developed by Stufflebeam through quantitative and qualitative approaches. The context component, in general the 2013 curriculum implemented in elementary schools, junior high schools, senior high schools in the City and Kediri districts has already been understood by teachers and students. 2013 curriculum input components implemented in elementary schools, junior high schools, senior high schools in the City and Kediri districts run according to the existing format. Components of the 2013 curriculum learning process carried out in elementary schools, junior high schools, senior high schools in the City and District of Kediri, starting from the planning, implementation, and assessment (assessment), run in accordance with the existing guide format. Product components, both academic achievements and academic non-spiritual aspects, social attitudes, knowledge and student skills in elementary schools, junior high schools, high schools in the City and Kediri districts, each school varies, depending on the readiness and quality of schools, especially from human resources and infrastructure owned.

Keywords---Evaluation, Curriculum, CIPP Model, Kediri

I. Introduction

The Indonesian State Education System called national education is one of the sectors in the field of complete human development, which is development oriented to the intelligence of national life, which has a vision and mission and embodies all citizens of the nation and country into noble and quality human beings so that Indonesia is able realizing humans who have competitiveness in the global world and are ready to face the challenges of life in the future and ready to live in an age that is always changing and developing (Munifah, Tsani, et al., 2019). This is in line with the Indonesian National Education System Law No. 3 of 2003, namely realizing humans who have the power of faith, fearing by carrying out all the commands and leaving all prohibitions of God Almighty God, having noble character and character, being a healthy human being, having sufficient knowledge, having supporting skills in his life, being an active and creative human being (Munifah, Huda, et al., 2019), able to be independent and independent, being a person who upholds the principles of deliberation and democracy, becoming a good and responsible nation and state of Indonesia.

The implementation of the National Education Law No. 20/2003 is a mandate that must be carried out by the parties involved in the implementation of education, both by the government and the community can realize students who have the quality of themselves and are able to be independent to face the future as a nation's generation to fill and continue development in the future (Abdurrahman et al., 2019).

Many factors and elements of the success of an education in educational institutions, one of the factors and elements is the curriculum. Because talking about education cannot be separated from the curriculum. Therefore, if you want to advance a nation, first advance education, if you want to advance education, then prepare the curriculum first. Because with a good curriculum and relevant to the needs of development will be able to: 1) realize quality human beings and have adequate potential, 2) realize students who have strong faith resilience and are not easily swayed, 3) diligent and actively carry out religious orders as well leave the prohibition, 4) be a noble person, healthy physically and mentally, have knowledge that is practiced, 5) have the creativity and capacity to accommodate, 6) be an independent human being in his life and not depend on others, become a citizen and a nation full of responsibility answer for the words and actions taken (Sagala, Saregar, Thahir, Umam, & Wardani, 2019).

In the implementation and purpose of the 2013 curriculum is to make students who are creative, and also productive and always do things that are innovative. This is in accordance with the appeal delivered by the Ministry of Education and Culture where students have good personality and behavior, are always innovative in ideas and actions, creative and productive, and are able to develop the potential, talents and expertise possessed to the maximum.

To achieve the targeted skills at the educational level, of course, through a mature process of cognitive internalization. It aims to provide a strong theoretical foundation and are factual, conceptual, procedural, and metacognitive before heading to the realm of strengthening expertise. The 2013 curriculum orientation to processes and products (knowledge competencies and attitudes) is balanced by affective behavior as a must-have character attribute.

If it is examined closely that the 2013 curriculum is actually a follow-up and development of the 2006 curriculum, which is the Competency Besbasi Curriculum or called KBK, so here it can be said that if the child finishes learning the results obtained must be visible, he has the competence of what a learning strand, both knowledge competence, attitude and skill competency. Among these three comets must be balanced. Then with the education law No. 20/2003 grants autonomy to the regions and schools, so each region and school has the authority to develop their own curriculum by adjusting the potential and local wisdom of the region or school without leaving the standard kulatusa by adhering to the national standards of Indonesian education. Both through books that form national guidelines and through the National Examination (Habibi et al., 2019).

Various analyzes and reviews were later refined with the 2013 curriculum which emphasizes the most important is spiritual behavior, social, new knowledge and skills. The implementation of the 2013 curriculum actually still leaves a heavy homework for schools, also the government, let alone teachers. Changes in the curriculum also actually change the pattern of school management which must be regulated by the government standardization. In the past at the 2006 Education Unit Level Curriculum (KTSP), the government later released the KTSP implementation instrument which had to be compiled and formulated by each school, while human resources including educators and educational staff were available that still lacked quality. the standards for compiling and formulating a curriculum that is needed. In the enactment of 2014 the government also had not yet mapped school readiness in implementing the 2013 Curriculum, bearing in mind that the burden that must be borne by schools was quite heavy, especially for many teachers who were still not ready.

The purpose of forming students who are advocated by the 2013 curriculum is to bring logical consequences on the quality and competence of teachers, the adequacy of school budgets, standardization of required sarpras, and school management.

A change that has been prepared by the government in the form of a 2013 curriculum as stated in Government Regulation Number 32 of 2013 which emphasizes changes to the National Education Standards (SNP) and the Republic of Indonesia's Ministry of Education and Culture Regulation No. 81.a on the Implementation of the 2013 Curriculum. Changes meant by the government are changes to: curriculum content standards (Mokhtar, Abdullah, Ismael, Othman, & Ali, 2019), learning process standards, standards for student ability assessment and outcome evaluation (Dari, Jandra, Huda, & Maseleno, 2020), namely students' abilities, both knowledge abilities, attitudes and skills, so that graduates in accordance with national standards and education standards in Indonesia.

The curriculum as a tool for forming students must certainly be supported by relevant learning processes; standard learning process has been facilitated by the government starting with comprehensive guidelines relating to the preparation of tools, teaching guidelines through a scientific approach / scientific approach (Muhsin & Ahmad, 2019). The indicators as a reference have also been arranged by the government indicators ranging from achievement in religious competency, social competency, knowledge competency and skills competency. The four competencies that must be generated by each teacher in the 2013 curriculum learning process are not light, but still must produce quality products (graduates), then these results need to be known through curriculum evaluation research (Athiyallah, 2020).

Knowing the results of the four competencies in the implementation of the 2013 Curriculum in schools in the city and district of Kediri, both those in Elementary Schools (SD), Junior High Schools (SMP) and High Schools (SMA) are not easy, therefore it is necessary to have a study using an appropriate and accurate evaluation model (Murthy, 2020). In order to obtain precise and accurate results in this study, the researchers used the CIPP evaluation model: Context, Input, Process and Product.

II. Significance in Research

From this research, it is expected to obtain results that provide benefits or significance to all parties, both by the government, office holders, schools, teachers and community users of graduates, both academic / practical benefits / syndication as follows :

1. Academic Significance

The benefits or academic significance of the results of research on 2013 curriculum evaluation with the CIPP mode can add to the wealth of scientific development related to the curriculum, so that it becomes a theory that can be a reference by academics in curriculum development and learning.

2. Significance in Practical

Practically, the achievements and results of this study can provide information and input to stakeholders, both by the government, head of offices, principals and curriculum implementers, namely teachers in schools.

III. Method

Types of research

This research is categorized as a type of research or development. The product or achievements of this study are policies relating to the implementation of the 2013 curriculum in the City and Regency of Kediri, specifically and in Indonesia in general. Before the results obtained in the form of policies need to know how the implementation or implementation of the curriculum in 2013. Therefore it is necessary to conduct research that is evaluative of the implementation or implementation of the 2013 curriculum. Evaluation of the 2013 curriculum is carried out in context, input, process and results.

Approach in research

In this study, researchers used a quantitative-descriptive research approach. The results of the study will provide an overview of how the curriculum is implemented based on the teacher's perspective. Information is collected using a questionnaire or questionnaire.

Population and sample in the study

The population used in this study is state-owned schools both for elementary, junior high or high school levels in the City and Regency of Kediri. The number of schools in Kediri City is SDN, SMPN and SMAN. The number of schools in Kediri Regency is SDN, SMPN and SMAN.

The study was not conducted in the entire population, but only in the sample with consideration of cost, time and energy. Samples were taken from each school level, where each level was represented by 3 schools. School samples were selected using random sampling techniques.

The schools taken as samples are as follows Table 1:

Table 1. School samples of this research

Elementary School	Junior High School	Senior High School
SD Tarokan 3	SMPN 1 Gurah	SMAN 1 Grogol
SDN Panjer	SMPN 1 Plosoklaten	SMAN 1 Gurah
SDN Gurah	SMPN 1 Tarokan	SMAN 2
SDN Banjaran	SMPN 2 Ngadiluwih	SMAN 6
SDN Banaran 1	SMPN 4 Kediri	SMAN 8 Kediri
SDN Pesantren 2	SMPN 8 Kediri	

**The number of teachers studied was 176 teachers

Instruments in Research

In this study using a questionnaire containing a question to find out the context, input, process, and product in the implementation of the 2013 curriculum. The context in implementing a 2013 curriculum is measured by how teachers understand the terms of the 2013 curriculum and the scope it contains. Input in the implementation of the 2013 curriculum is measured by teacher readiness, teacher training, availability and quality of supporting books that all teachers must have. The process of implementing the 2013 curriculum can be measured starting from the preparation of learning, implementation and learning activities as well as the evaluation of learning outcomes. Products in the implementation of the 2013 curriculum can be measured by how the impact of the implementation of the 2013 curriculum, both in terms of the ability of teachers and in terms of student success.

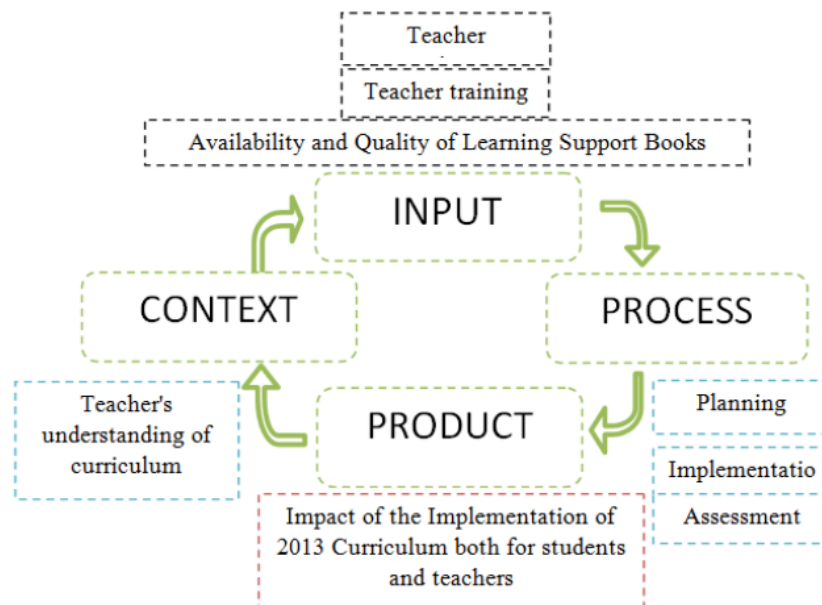


Figure 1. The process of Research

The 2013 curriculum implementation indicators in this questionnaire refer to Permendikbud in 2016, specifically Permendikbud No 20, 21, 22, 23 and 24. Permendikbud No. 20 contains Graduates Competency Standards, Permendikbud No. 21 contains the standard contents of Elementary and Secondary Education, Permendikbud No. 22 contains standards and processes of primary and secondary education, Permendikbud No. 23 contains standards of assessment and Permendikbud No. 24 contains core competencies and basic competencies (Sriyakul et al., 2019).

IV. Data Analysis Techniques in research

This research is a quantitative study, so the analysis of the data used uses statistical methods. The data analysis method is descriptive analysis, with the aim of describing how the 2013 curriculum is implemented based on the teacher's perspective (Ata Aktürk, Demircan, Şenyurt, & Çetin, 2017). Moleng (2010) mentions that this type of research with descriptive analysis is a study that wishes to understand a phenomenon about what is done by the research subject, for example: action, behavior, perception, and motivation.

Research data is the result of the assessment or answers given by respondents in the questionnaire. The assessment results are then scored. The results of the scoring on the questionnaire are described by calculating the percentage percentage of respondents' scores against the ideal score.

Percentage formula :

$$P = \frac{\text{Empiric Score Average}}{\text{Ideal Average Score}} \times 100$$

Information :

Empirical scores are scores obtained from respondents' answers in every aspect analyzed. The ideal score is the multiplication of the highest scores in the questionnaire multiplied by the number of questions in the analyzed aspect.

The conclusion is made by categorizing the percentage obtained into the following standard categories.

Table 2. Category Assessment Aspects of the Implementation of the 2013 Curriculum

No	Percentage level	Category
1	76% - 100%	Sangat Baik
2	51% - 75%	Baik
3	26% - 50%	Cukup
4	0% - 25%	Buruk

V. Results and Discussion

The results of this study are in the form of a description of how the 2013 curriculum was implemented, especially in the City and in the District of Kediri. The elaboration of the research findings is based on an evaluation of every aspect contained in the CIPP.

Evaluation of the 2013 Curriculum Context Aspects

Stufflebeam's opinion as quoted by Hamid Hasan stated that the purpose of evaluating the most important context is to find out the weaknesses and strengths, weaknesses and strengths that exist in evaluan. By knowing these weaknesses and strengths, weaknesses and strengths, the evaluator will easily give directions for the necessary improvements(Diani et al., 2019). Evaluation in the context of curriculum implementation is done by looking at the understanding and knowledge of teachers towards 2013 curriculum content(Lestari et al., 2019). The teacher's understanding of 2013 curriculum content is an important asset for the implementation of the 2013 curriculum because teachers are the main implementers of the 2013 curriculum(Maphosa & Mashau, 2017). Teachers who are not familiar with the objectives and concepts of the 2013 curriculum certainly will not be able to implement the 2013 curriculum properly(Maskur et al., 2018).

The understanding of elementary school teachers, middle school teachers and high school teachers towards the implementation of the 2013 curriculum is quite good. The conclusion is based on the following table 3 :

Table 3. Teacher's understanding and knowledge of the 2013 Curriculum

Level of School	Score	Percentage	Category
SD	2,82	70,45%	Baik
SMP	2,85	71,28%	Baik
SMA	2,85	71,28%	Baik

Evaluation of 2013 Curriculum Input Aspects

Evaluation of inputs can help to set decisions, determine sources, what alternatives will be taken, what plans and strategies for how to achieve a goal and how a working procedure can be achieved. Evaluation in the implementation of the 2013 curriculum is teacher readiness, teacher training and availability and the quality of supporting books(Xiong & Lim, 2015).

The readiness of teachers in implementing the 2013 curriculum can be seen from how the efforts or activities undertaken by teachers in supporting the implementation of the 2013 curriculum. The readiness of elementary school

teachers, junior high school teachers and high school teachers in implementing the 2013 curriculum is included in the sufficient category. This is based on the assessment score as in table 4 below:

Table 4. Elementary teacher readiness in implementing the 2013 curriculum

No	Statement	Will be done	It is already done
1	Improve the quality of the learning process	10%	90%
2	Improve teaching competence through cooperation between teachers	20%	80%
3	Increase cooperation in MGMP / KKG forums	24,20%	75,80%
4	Monitor students' abilities intensively	15,20%	84,80%
5	Monitor students' character intensively	15%	85%
6	Conducting regular evaluations of the learning process carried out	15,15%	84,85%
7	Improve communication / collaboration with parents of students	12,12%	87,87%

Table 4 above shows the efforts made by elementary school teachers in implementing the 2013 curriculum. Based on the results of the study, it is known that elementary school teachers have made efforts to improve the quality of the learning process by 90%. Elementary teachers improve teaching skills by collaborating among teachers by 80%. Elementary Teachers Increasing collaboration in MGMP / KKG forums by 75.80%. Elementary teachers who intensively monitor students' abilities are 84.8%. Elementary teachers who intensively monitor student characters are 85%. Elementary teachers who conduct regular evaluations of the learning process carried out as much as 84.85%. Elementary teachers who improve communication / cooperation with parents of students is as much as 87.87%.

Table 5. Middle school teacher readiness in implementing the 2013 curriculum

N o	Statement	Will be done	It is already done	Will not Carry Out
1	Improve the quality of the learning process	10,46%	84,88%	4,65%
2	Improve teaching competence through cooperation between teachers	5,81%	88,37%	5,81%
3	Increase cooperation in MGMP / KKG forums	8,14%	86,05%	5,81%
4	Monitor students' abilities intensively	12,79%	82,56%	4,65%
5	Monitor students' character intensively	8,14%	87,21%	4,65%
6	Conducting regular evaluations of the learning process carried out	5,81%	89,53%	4,65%

7	Improve communication / collaboration with parents of students	26,74%	66,28%	6,98%
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Table 5 above shows the efforts made by junior high school teachers in implementing the 2013 curriculum. Based on the results of the study, it is known that junior high school teachers have made efforts to improve the quality of the learning process by 84.88%. Middle school teachers who have improved teaching abilities by working together between teachers by 88.37%. Junior High School Teachers who increased cooperation in the MGMP / KKG forum by 86.05%. Middle school teachers who intensively monitor students' abilities are 82.56%. Middle school teachers who intensively monitor the character of students as much as 87.21%. Junior high school teachers who carry out regular evaluations of the learning process carried out as many as 89.53%. Middle school teachers who improve communication / cooperation with parents of students is 66.28%. Table 3 above also shows that there are still teachers who will not make efforts to improve their capacity in implementing the 2013 curriculum. Therefore, the role of government is still needed to encourage teachers to make efforts to improve the quality of learning.

Table 6. High school teacher readiness in implementing the 2013 curriculum

No	Statement	Will be done	It is already done	Will not Carry Out
1	Improve the quality of the learning process	23,64%	76,36%	0
2	Improve teaching competence through cooperation between teachers	20%	78,18%	1,82%
3	Increase cooperation in MGMP / KKG forums	3,64%	96,36%	0
4	Monitor students' abilities intensively	7,27%	92,72%	0
5	Monitor students' character intensively	20%	80%	0
6	Conducting regular evaluations of the learning process carried out	16,36%	83,64%	0
7	Improve communication / collaboration with parents of students	56,36%	36,36%	7,27%

Table 6 above shows the efforts made by high school teachers in implementing the 2013 curriculum. Based on the research results, it is known that high school teachers have made efforts to improve the quality of the learning process by 76.36%. High school teachers who have improved teaching skills by collaborating among teachers by 78.18%. High school teachers who increased cooperation in the MGMP/KKG forum as much as 96.36%. 92.72% of high school teachers who intensively monitor students' abilities. 80% of high school teachers who intensively monitor student characters. High school teachers who conduct regular evaluations of the learning process carried out as much as 83.64%. High school teachers who improve communication / cooperation (Tobias, Evan S., Mark Robin Campbell, 2015) with parents of

students is 36.36%. Table 6 above also shows high school teachers still need to be encouraged to improve communication and collaboration with parents.

VI. Conclusion

The context component, in general the 2013 curriculum implemented at SD SMP Kota and Kabupaten Kediri is already understood by teachers and students. 2013 curriculum input components implemented in schools in the City and Regency of Kediri run according to the existing format. Components of the 2013 curriculum learning process implemented in schools in the City and District of Kediri, starting from planning, implementation, and assessment (assessment), run in accordance with the format of the existing guidelines. Components of results or products, both academic and non-academic achievements of spiritual aspects, social attitudes, knowledge and student skills in schools in the City and District of Kediri vary each school, depending on the readiness and quality of schools, especially from human resources and infrastructure.

Suggestions

To the government to continue to monitor schools and teachers so that the **implementation of the 2013 curriculum** can **run well**, so that **the achievements of graduates** can be in accordance with the objectives of the 2013 curriculum. The teachers should understand and be able to convey the contents of the 2013 curriculum to students well, so that religious, social, knowledge and skills competencies can be obtained and possessed by every student. Schools should prepare media tools and adequate learning infrastructure so that the scientific learning approach in the 2013 curriculum can work well.

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